

In Between

Written by R.N. Sandberg



GEORGE STREET PLAYHOUSE



George Street Playhouse

WORLD-CLASS THEATRE IN NEW JERSEY™

In Between

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Cover Photo: From the 2000–2001 season's production of *In Between*, pictured are (l-r) David Gosnell, George Oliphant and Gloria Garayua. Photo by Justin Romeo

Set renderings throughout this study guide are by David Zinn.



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From the 2001-2002 season production of *In Between*.
Pictured are George Oliphant and Gloria Garayua – photo by Justin Romeo

SYNOPSIS

Cue has just moved to a new school and is trying to find her way around when she spots Barrett, a.k.a. B, standing in the hallway listening to his Walkman. Even though B is not normally the type of person Cue would be friends with, she approaches him to find out where the office is. They talk briefly and B points her in the right direction. Later that morning she meets the popular Tad and is welcomed into his circle of friends when she stands up to his bullying tactics. She also runs into Mrs. Blazer, a math teacher dedicated to her job and students.

Though Cue is a little confused by her first day, she can't deny that her new school isn't all that bad. After all, Tad isn't a bully all the time and B seems like an interesting type of guy, even if he is quiet. Still, Cue feels lost without the circle of friends she had at her old school and despairs that she'll never make new friends.

The next day, Cue again sees B and asks him for directions to her classroom. She turns to go, but drops all her books. B comes over to help and asks her about her old school, Hillcrest. She tells him



SYNOPSIS *continued*

she left because her parents were worried about all the fights that went on there.

Later that day in math class, Tad mercilessly harasses B until Mrs. Blazer sends him to the principal's office. The next day, Cue and Tad talk about B outside the cafeteria. Cue begins to stick up for him a little, but drawn to Tad's sense of humor, finds herself laughing at B's quirks as well. B overhears their conversation and, after Tad leaves, confronts Cue about it. She stammers a bit, not wanting to hurt B's feelings, and invites him to hang out with her at the school dance that Friday. They talk a bit more and B exits, clearly excited.

A few days later, Cue and Tad are joking around with each other and it gets a little more physical than either of them intended. Cue makes a remark about Tad's father, who is abusive, and Tad counters that Cue is ruining her chances at making friends by talking to B. At that moment Mrs. Blazer approaches and Tad leaves. Mrs. Blazer and Cue talk about the dance and Cue begins to worry about what will happen if B shows up. Should she hang out with him at the dance, and

risk losing her new, popular friends? Or should she tell B that talking to him is ruining her socially and that the only reason she ever spoke to him was because she felt sorry for him? Neither option feels like the right thing to do, so she decides to skip the dance completely. That Friday at the dance, Tad begins taunting B, who is waiting outside the school for Cue to show up, and the two of them get into a vicious fight.

Having heard about the fight, Cue dreads going to school the next Monday. She has no idea how to react to B or to Tad, both of whom are going to be suspended. She tries to apologize to B, but the words won't come out. She tries to ignore the issue entirely, but the other kids won't let her. Tad is frightened at the prospect of possibly having to go to military school when his parents find out about the fight, and takes it out on Cue. When B walks up to her a bit later, she takes her feelings out on B, telling him that he's a loser and she doesn't want anything to do with him anymore. In despair, B walks away with a very strange look on his face. Later in English class, B reads his poetry assignment aloud to the class. It is full of violent imagery and Tad runs



SYNOPSIS *continued*

out of the room, sick with the knowledge that the poem could be meant for him. It also reminds Tad of the violence that goes on in his house; he fears what could happen to his mother if he leaves the house to go to military school. Mrs. Blazer takes Tad down to the office so he can get some help, but Cue is left with the responsibility of trying to reach out to B. Frightened by the violent events that have happened in other schools, she

becomes convinced that B is going to do something crazy, even something like getting a gun and bringing it to school to get some sort of revenge. She goes to B, talks to him, and convinces him to come with her to the office to talk over the things that are bothering him. In the office, they run into Tad who is waiting while his parents talk with the principal. Tad asks B and Cue if he can wait with them for a while. The three of them wait together.

What is Conflict?

Conflict is a part of everyone's experience. Conflict can reflect difference of opinion, difference in the way something is perceived, or lack of information. But conflict is not necessarily negative. We make it positive or negative by how we deal with it. Poorly managed (or unmanaged) conflict can get in the way of relationships that are important to us. But well-managed conflict can be creative and beneficial. It expands our understanding and teaches people to appreciate and value diverse opinions and perspectives.

Conflict is positive when:

- ◆ A problem is resolved and everyone is part of the solution
- ◆ People learn to respect different points of view
- ◆ People listen and talk honestly with each other about their ideas and opinions

Conflict is negative when:

- ◆ Bad feelings—resentment or a sense of isolation—are still there after the argument ends
- ◆ People with different ideas and opinions are intolerant of each other
- ◆ People do or say things that hurt others and destroy friendships



CONFLICT MANAGEMENT:

Options for Different Situations

You have a conflict. You want to deal with it. What follows are numerous options for managing conflict. No one option is perfect. In fact, you'll find that the most successful methods of resolving conflict often use a generous mix of all the options presented below.

NEGOTIATE. Talk about your interests in the conflict and what might be done about it.

COLLABORATE. Work together to come up with a solution for the problem.

LISTEN ACTIVELY. Restate what you heard the other party say. Let him or her confirm your perception.

EXPLAIN. Communicate your position in a conflict clearly without threatening language.

APOLOGIZE. Say you're sorry (which is not necessarily saying you're wrong).

COMPROMISE. Give up something to resolve the conflict.

SOLICIT INTERVENTION. Seek consultation or help when the issue is too difficult to handle.

POSTPONE. Wait for a more appropriate time to discuss the problem.

AGREE TO LIVE WITH IT. Move away from the disagreement without resolution, but with understanding.

ENGAGE BY CHOICE. Decide whether you really need to speak out on this irritation, or can instead simply ignore it.

USE HUMOR. Defuse the angry feelings associated with conflict in a humorous and constructive way. Don't make fun of anyone.

SHARE. All parties work out a way to share pieces of the solution.

Working through and resolving conflict is tough. Some people are great at avoiding conflict, but few are really great at managing it. Many schools, community centers, and local organizations are now offering courses in conflict resolution and anger management. If you find yourself consistently discouraged by conflict around you, or if you'd like to learn more about methods of working through disagreements, contact your school or other local agencies and ask about available classes.

— Taken from "Co/Motion: Guide for Youth Led Social Change"



Action Steps for Students

There is much students can do to help create safe schools. Talk to your teachers, parents and counselors to find out how you can get involved and do your part to make your school safe. Here are some ideas that students in other schools have tried.

- ◆ Work with local businesses and community groups to organize youth-oriented activities that help young people think of ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.
- ◆ Organize an assembly and invite your school psychologist, school social worker, and counselor—in addition to student panelists—to share ideas about how to deal with violence, intimidation, and bullying at your school.
- ◆ Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult—such as a school psychologist, counselor, social worker, leader from the faith community, or other professional. If you are very concerned, seek help

for them. Share your concerns with your parents.

- ◆ Create, join, or support student organizations that combat violence, such as “Students Against Destructive Decisions” or “Young Heroes Program.”
- ◆ Get involved in planning, implementing, and evaluating your school’s violence prevention and response plan.
- ◆ Participate in violence prevention programs such as peer mediation and conflict resolution. Employ your new skills in other settings, such as the home, neighborhood and community.
- ◆ Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism. Use the process.
- ◆ Ask for permission to invite a law enforcement officer to your school to conduct a safety audit and share safety tips, such as traveling in groups and avoiding areas known to be unsafe. Share your ideas with the officer.



Action Steps for Students *continued*

- ◆ Help to develop and participate in activities that promote student understanding of all differences that respect the rights of all.
- ◆ Volunteer to be a mentor for younger students and/or provide tutoring to your peers.
- ◆ Know your school's code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying and intimidating

peers. Question your own behavior.

- ◆ Be a role model—take personal responsibility by reacting to anger without psychologically or verbally harming others.

For more information, contact:
U.S. Department of Education
Special Education and
Rehabilitative Services
Mary E. Switzer Building, Room 313
Washington, D.C. 20202-2524



From the 2001-2002 season production of *In Between*.
Pictured (l-r) are Gloria Garayua and Melissa Marx – photo by Justin Romeo



I Know that Feeling

For each of the following situations, tell how you feel, and what you feel like doing.

Situation	<i>I feel . . .</i>	<i>I want to . . .</i>
When someone calls me a name		
When someone blames me for no reason		
When someone talks behind my back		
When someone breaks my new game		
When someone pushes in front of me		
When I give the wrong answer and the class laughs at me		
When someone makes fun of my clothes		
When the class bully threatens to beat me up after school		
When I talk to someone and this person ignores me		
When someone takes something that belongs to me		



Conflict Styles

There are three basic **conflict styles**. Nobody uses just one style all the time—but we all have a way that we use the most. Which style do you use the most?

Confronting: Confronters are aggressive. They are the King Kongs of conflict. They attack people who disagree with them or criticize them. They argue, they put people down, and they make threats. They may use force or violence.

Avoiding: Avoiders are fearful of conflict. To avoid conflict, they go along with what other people want, even when it isn't what they want. They keep quiet about what they think and feel, because they don't want to start a fight.

Assertive: Assertive people are not afraid of conflict. They're not shy about saying what they feel, but they say it in a way that's friendly—not angry, or with putdowns. They are good listeners, they try to understand the other person, and they work hard to solve their problems without fighting.

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How to be a Good Listener

To work out conflicts, you need to know how to listen. Here are some tips for good listening.

Do: *Pay attention when the other person talks.*

Show that you are paying attention:

- ◆ Nod your head to show you're listening.
- ◆ Repeat what the person said to show you understand.
- ◆ Ask questions if there's something you don't understand.

Try to understand how the person feels.

Don't: *Change the subject.*

Interrupt.

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Six Ways to Fix It Quick

Are you angry?

Is someone else mad?

Does it look like there might be a fight?

Sometimes you can fix it quick. Here are six things you can do to solve problems and keep the peace.

- 1. Walk Away.** If somebody else is fighting mad, you can just walk away. No one can make you fight.
- 2. Share.** Do you both want the same thing? Maybe you can share.
- 3. Talk it Out.** You don't have to argue. Just talk about it—see what you can work out.
- 4. Flip a Coin.** If it's not too important, let the coin decide!
- 5. Laugh it Off.** If you get into an argument about something silly, laugh about it! Make a joke. Lighten up.
- 6. Say You're Sorry.** If you did something that upset somebody, it's OK to say you're sorry. A lot of times, that makes the other person feel better, and you avoid a fight.

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Our Classroom is a Place Where...

We don't all have to think the same.

We don't all have to act the same.

We don't all have to talk the same.

We don't all have to dress the same.

We don't all have to believe the same things.

We have the right to be ourselves.

We like it that people are different.

We know that our differences make us interesting and **UNIQUE**.

We honor different ways of being, acting, and believing—even when we don't agree with them.

We do our best to solve problems peacefully.

We speak up if we see others being treated unfairly.

We treat each other the way we'd like to be treated.

We treat each other with respect.

Excerpt from *The Bully Free Classroom*, by Allan L. Beane, Ph.D., © 1999. Used with permission from Free Spirit Publishing, Minneapolis, MN; 1-800-735-7323; www.freespirit.com:
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How to Solve Conflicts

Here are **five steps** you can use when you solve a conflict:

Step One Find a good time and place to talk it out.

Step Two Talk about the problem.

- ◆ Get all the facts.
- ◆ Use good listening skills. Show you're interested, pay attention, and don't interrupt.
- ◆ Tell how you feel and what would make the situation better for you.
- ◆ Don't name call, threaten, blame or insult.

Step Three Brainstorm for solutions.

- ◆ Remember: Don't put down other people's ideas.

Step Four Choose a solution that works for everybody.

Step Five Try the solution.

- ◆ If it doesn't work, go back to Step Three and try again.

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When it Happened to Me

Think about a time when someone bullied you, and answer the questions.

- ◆ Who was the bully? (Don't use a real name.)
- ◆ What was the bully doing?
- ◆ How did this make you feel?
- ◆ Why do you think the bully was acting this way?
- ◆ What did you do or say to the bully?
- ◆ What made the bully finally stop?
- ◆ Did you try talking to anyone about it? Who?
- ◆ What advice did this person give you?
- ◆ How was the problem finally solved?

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Are you a Bully?

Have you ever wondered if you're a bully? Here's a quick way to tell if you are or might be. Read each question and circle "Y" (for yes) or "N" (for no). When you're through, give this handout to the teacher. Be honest! Your answers will be kept private.

- | | | |
|---|---|---|
| 1. Do you pick on people who are smaller than you, or on animals? | Y | N |
| 2. Do you like to tease and taunt other people? | Y | N |
| 3. If you tease people, do you like to see them get upset? | Y | N |
| 4. Do you think it's funny when other people make mistakes? | Y | N |
| 5. Do you like to take or destroy other people's belongings? | Y | N |
| 6. Do you want other students to think you're the toughest kid in school? | Y | N |
| 7. Do you get angry a lot and stay angry for a long time? | Y | N |
| 8. Do you blame other people for things that go wrong in your life? | Y | N |
| 9. Do you like to get revenge on people who hurt you? | Y | N |
| 10. When you play a game or sport, do you always have to be the winner? | Y | N |
| 11. If you lose at something, do you worry about what other people will think of you? | Y | N |
| 12. Do you get angry or jealous when someone else succeeds? | Y | N |

Read this *after* you answer all of the questions! If you answered "Yes" to one or two of the questions, you may be on your way to becoming a bully. If you answered "Yes" to three or more, you probably *are* a bully, and you need to find ways to change your behavior.

Good news: Bullies can get help dealing with their feelings, getting along with other people, and making friends. Parents, teachers, school counselors, and other adults can all give this kind of help. **JUST ASK!!!**

Excerpt from *Bullies Are a Pain in the Brain*, by Trevor Romain, © 1997. Used with permission from Free Spirit Publishing, Minneapolis, MN; 1-800-735-7323; www.freespirit.com: ALL RIGHTS RESERVED.



True or False?

1. Bullying is just teasing. T F
2. Some people deserve to be bullied. T F
3. Only boys are bullies. T F
4. People who complain about bullies are babies. T F
5. Bullying is a normal part of growing up. T F
6. Bullies will go away if you ignore them. T F
7. All bullies have low self-esteem. That's why they pick on other people. T F
8. It's tattling to tell an adult when you're being bullied. T F
9. The best way to deal with a bully is by fighting or trying to get even. T F
10. People who are bullied might hurt for a while, but they'll get over it. T F

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Answers to True or False?

1. **Bullying is just teasing.** FALSE
Bullying is much more than teasing. While many bullies tease, others use violence, intimidation, and other tactics. Sometimes teasing can be fun; bullying always hurts.
2. **Some people deserve to be bullied.** FALSE
No one ever deserves to be bullied. No one “asks for it.” Most bullies tease people who are “different” in some way. Being different is not a reason to be bullied.
3. **Only boys are bullies.** FALSE
It seems that most bullies are boys, but girls can be bullies, too.
4. **People who complain about bullies are babies.** FALSE
People who complain about bullies are standing up for their right not to be bullied. They're more grown-up than the bullies are.



ANSWERS to True or False? continued

5. Bullying is a normal part of growing up.

FALSE

Getting teased, picked on, pushed around, threatened, harassed, insulted, hurt, and abused is not normal. Plus if you think it's normal, you're less likely to say or do anything about it, which gives bullies the green light to keep bullying.

6. Bullies will go away if you ignore them.

TRUE AND FALSE

Some bullies might go away. But others will get angry and keep bullying until they get a reaction. That's what they want.

7. All bullies have low self-esteem. That's why they pick on other people.

FALSE

Some bullies have high self-esteem. They feel good about themselves, and picking on other people makes them feel even better. Most of the time, bullying isn't about high or low self-esteem. It's about having power over other people.

8. It's tattling to tell an adult when you're being bullied.

FALSE

It's smart to tell an adult who can help you do something about the bullying. It's also smart to tell an adult if you see someone else being bullied.

9. The best way to deal with a bully is by fighting or trying to get even.

FALSE

If you fight with a bully, you might get hurt (and hurt someone else). Plus you might get into trouble for fighting. If you try to get even, you're acting the same as the bully. And the bully might come after you again to get even with you. Either way only makes things worse.

10. People who are bullied might hurt for a while, but they'll get over it.

FALSE

Bullying hurts for a long time. Some kids have dropped out of school because of bullying. Some became so sad, desperate, afraid, and hopeless that they committed suicide. Many adults can remember times when they were bullied as children. People don't "get over" being bullied.

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Books for Further Reading

Grades 6–8 *Wonder*, Rachel Vail

Seventh Grade Weirdo, Lee Wardlow

Space Demons, Gillian Rubenstein

Grades 6–9 *Scorpions*, Walter Dean Myers

The Trial of Anna Cotman, Vivien Alcock

Grades 6–10 *The Two Faces of Adam*, Carolyn Myers

Grades 7–9 *Gruel and Unusual Punishment*, Jim Arter

Grades 7–10 *Jumping the Nail*, Eve Bunting

My Name is Nobody, Maureen Crane Wartski

No Time for Rabbits, Jane McFann

Ronnie Finklehof, Superstar, Alan W. Livingston

The Cheerleader, Caroline B. Cooney

What Daddy Did, Neal Shusterman

Grades 7–12 *How Could You Do It, Diane?*, Stella Pevsnon

Where'd You Get The Gun, Billy?, Fran Arrick

Making Sarah Cry, poem by Cheryl L. Costello-Forshey
from *Chicken Soup for the Teen's Soul II*

Grades 8–12 *Incident at Loring Groves*, Sonia Levitin

One of the Boys, Scott Johnson

We All Fall Down, Robert Carmier

Grades 9–12 *Desperate Pursuit*, Gloria Miklowitz

Grade 10–Adult *Way Past Cool*, Jess Mowry



Resources

U.S. Department of Education

<http://www.ed.gov>

U.S. Department of Justice

<http://www.usdoj.gov>

National Institute of Mental Health

<http://www.nimh.gov>

Center For Mental Health Services Knowledge Exchange Network

<http://www.mentalhealth.org/index.htm>

National Association of School Psychologists

4340 East West Highway, Suite 402

Bethesda, MD 20814

<http://www.naspweb.org/center.html>

Violence Institute of New Jersey at UMDNJ

30 Bergen Street, Room 208,

University Heights

Newark, NJ 07107-3000

973-972-1700

<http://www.umdnj.edu/vinjweb/>

Center for the Study and Prevention of Violence

Institute of Behavioral Science

University of Colorado

Campus Box 442, Building #10

Boulder, CO 80309-0442

303-492-8465

<http://www.colorado.edu/cspv/>

National Center for Conflict Resolution Education

Illinois Institute for Dispute Resolution

110 West Main Street

Urbana, IL 61801

217-384-4118

<http://www.nccre.org/>

Big Brothers Big Sisters of America

230 North 13th Street

Philadelphia, PA 19107

215-567-7000

<http://www.bbbsa.org/>

National Clearinghouse on Alcohol & Drug Info.

PO Box 2345

Rockville, MD 20852

301-468-2600

<http://www.ncadi.samhsa.gov/>

National Clearinghouse on Families & Youth

PO Box 13505

Silver Spring, MD 20911-3505

301-608-8098

<http://www.ncfy.com/>

National Crime Prevention Council

National Youth Network

1700 K Street N.W., Second Floor

Washington, D.C. 20006

<http://www.ncpc.org/>

NATIONAL YOUTH CRISIS HOTLINES

Boystown 800-448-3000

**Covenant House
Nineline** 800-999-9999

Childhelp USA 800-422-4453

National AIDS Hotline 800-342-2437

**National Youth Crisis
Hotline** 800-448-4663

**National Runaway
Switchboard** 800-621-4000

**National Center for
Missing & Exploited
Children** 800-843-5678



GSP Essay Contest Winner

George Street Playhouse is pleased to announce the winner of the 2003-2004 GSP Touring Theatre Essay Contest for the production of *In Between*. Students were asked to submit an essay regarding themes related to the GSP production presented to their school. The essay contest was designed to promote literacy and self-expression through theatre arts and writing, as well as provide GSP a tool to evaluate its production and study materials. GSP is committed to providing quality theatre programming and to understanding the needs of young adults in our region.

Our best goes to the winner and all who submitted entries to the essay contest.

Winner: Megan

Age: 13

Grade: 8th

School: Alpha Public School

I think that I relate to Cue the most. I feel that I am always stuck in between two people or things and can't figure out what to do. By watching the play *In Between*, I learned things to do that can help me make the right choices. I really think that I can relate to every character in the play. I think at one point I was B, always getting made fun of. I know that I was Tad before, making fun of people. I have tried to help people before so I know I was a Mrs. Blazer. I just think that I was Cue the most – always stuck

in situations and not knowing what choice to make and really not having anyone to talk to.

By seeing this assembly, I learned things that I did not know about myself. I learned that no one's lives are perfect. Even the people who are popular like Tad have problems just like everyone else. I know now that it is okay to talk to an adult about my problems. I thought that it was okay to get in fights and solve problems with violence. Now I know there are other more logical ways to solve things besides violence. I think that this assembly changed my life for the better. I will think about the consequences before I make my actions.



About George Street Playhouse

9 Livingston Avenue • New Brunswick, NJ 08901

Box Office: 732-246-7717 • www.GSPonline.org

David Saint, Artistic Director • Mitchell Krieger, Managing Director

George Street Playhouse's nationally recognized Touring Theatre, currently in its seventeenth season, reaches more than 80,000 students in over 300 schools annually. The Touring Theatre currently has five plays in its repertory: *Peacemaker*, *New Kid*, *In Between*, *The Last Bridge*, and *Wasted*. Each play is targeted for a specific age group and addresses such issues as tolerance, prejudice, bullying, substance abuse and the Holocaust. In addition to traveling throughout the Mid-Atlantic region, GSP and its Touring Theatre produce an annual Focus on Youth Issues symposium (FYI) and a week of student matinees at the theatre. For further information on George Street Playhouse's Touring Theatre, Theatre Classes, workshops and other educational programs, call 732-846-2895 x115.

George Street Playhouse, New Brunswick, New Jersey's first professional theatre, was established in 1974. Since then, its body of work has been marked by a strong sense of community and a commitment to new work. Under the leadership of Artistic Director David Saint, GSP has become a nationally recognized theatre, presenting an acclaimed six-play mainstage season while providing an artistic home for established and emerging theatre artists.

About the New Jersey State Bar Foundation

Dedicated to educating the public about New Jersey law, the New Jersey State Bar Foundation provides a wide variety of free, law-related education services to the public and school community. Our seminars, publications and video loan library offer information on many legal topics, and our Speakers Bureau fills requests for attorneys to speak to school and community groups. The Foundation also sponsors school-based initiatives, such as our Conflict Resolution and Peer Mediation Program for educators and administrators, and mock trial programs for students in kindergarten through high school. As part of our violence prevention initiative, the Foundation also offers its Teasing and Bullying Program where teachers and administrators are educated about the myths and facts of bullying and developing a school-wide approach to combat the problem. Our legal newspaper for kids, *The Legal Eagle*, which is geared toward fifth through eighth grade students and published three times a year, featured a special Diversity Issue. The special edition of the newspaper contained articles on hate crimes, eyewitness identification and affirmative action. As a result of the popularity of this special issue, the Foundation launched a new publication, intended for middle and high school students, that highlights the issues of tolerance and diversity. The newsletter, which is called *Respect*, is published three times a year and has featured articles on such issues as hate speech in music lyrics, Arab-American discrimination and human rights.

For more information about the Foundation or to order any of our publications, visit our Web site at www.njsbf.org or call 1-800 FREE LAW.



The New Jersey State Bar Foundation

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